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Titolo	Practice Theory Perspectives on Pedagogy and Education [[electronic resource]] : Praxis, Diversity and Contestation // edited by Peter Grootenboer, Christine Edwards-Groves, Sarojni Choy
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Soggetti	School management and organization School administration Educational policy Education and state Learning Instruction Teaching Administration, Organization and Leadership Educational Policy and Politics Learning & Instruction Teaching and Teacher Education
Lingua di pubblicazione	Inglese
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Chapter 1 Practice Theory and Education: Diversity and Contestation -- Chapter 2 Practices and Learning -- Chapter 3 Learning a Being 'Stirred in' to Practices -- Chapter 4 Theorising the Co-occurrence of Remaking Occupational Practices and their Learning -- Chapter 5 Practice, the Body and Pedagogy: Attuning as a Basis for Pedagogies of the Unknown -- Chapter 6 Practice Architectures of University Education -- Chapter 7 Educational Practice as Praxis: Understanding and Challenging Neoliberal Conditions in University Settings -- Chapter 8 Teaching Practice in Australian Vocational Education and Training: A Practice Theory Analysis -- Chapter 9 Learning Practices: Financial Literacy in an Aboriginal Community -- Chapter 10 Teaching and Learning as

Social Interaction: Saliency and Relevance in Classroom Lesson Practices? Chapter 11 Teacher Research: A Knowledge-Producing Profession? -- Chapter 12 Reclaiming Education in Educational Leadership -- Chapter 13 Leading from the Middle: A Praxis-Oriented Practice -- Chapter 14 Provoking a (re)newed: Frontier in Theorising Educational Practice.

Sommario/riassunto

This book examines the way in which the “practice turn” in education and pedagogy offers unique perspectives on the nature of educational work. Through a plurality of “practice theories” deeper understandings emerge about a range of education and concepts, providing useful tools for advancing and developing practice theory in education and pedagogy. The book discusses the related and dual perspectives of pedagogy as both a teaching and an upbringing practice. It also explores education in a range of contexts and sectors beyond school, including VET, tertiary and non-formal settings. Education is seen as serving a dual purpose – the development of individuals and the betterment of societies and community, and this conceptualisation of education underpins the book. It acknowledges that there are diverse understandings and perspectives of practice theory, pedagogy and education, each of which is contestable and ripe for further development, and this is examined throughout the book. This book was developed alongside an invited symposium held in June 2015 in Brisbane, Australia where the authors and interested others gathered to discuss practice theory perspectives on pedagogy and education. The title – Practice Theory Perspectives on Pedagogy and Education – captures the central overarching focus that underpins the book.
